



## Green Sea Floyds High

4990 Tulip Grove Road  
Green Sea, South Carolina

<b>Grades</b>	6-12 Middle School	
<b>Enrollment</b>	652 Students	
<b>Principal</b>	R.L. "Chip" Hennecy, Jr.,	843-392-3131
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

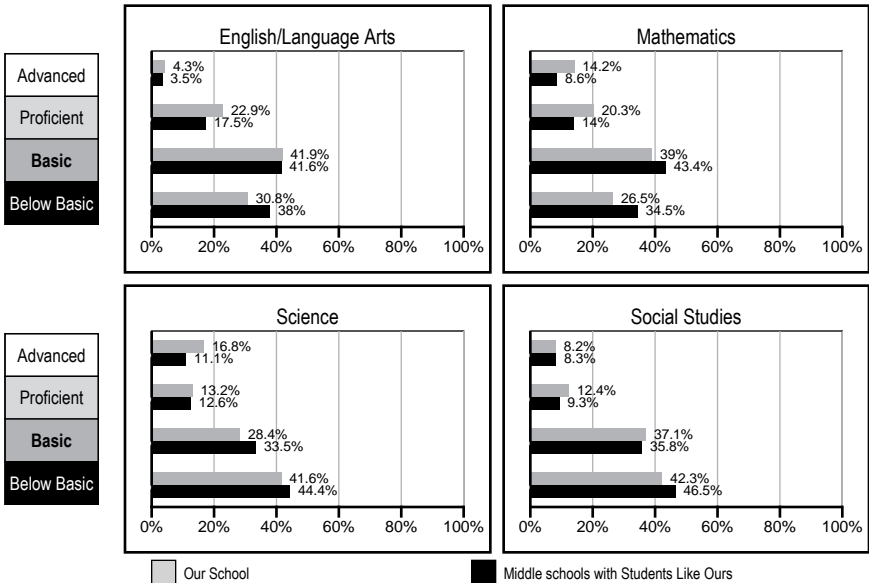
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	96.8	94.0
English 1	0	94.2
Physical Science	0	0
All Subjects	96.8	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=652)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Down from 38.4%	15.2%	19.4%
Retention rate	1.7%	Down from 3.2%	3.0%	1.8%
Attendance rate	96.0%	Down from 96.5%	95.4%	95.8%
Eligible for gifted and talented	22.5%	Up from 17.4%	11.8%	15.3%
With disabilities other than speech	18.6%	Up from 15.1%	13.9%	12.9%
Older than usual for grade	5.7%	Up from 2.6%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.0%	Up from 3.7%	1.4%	0.7%
Annual dropout rate	0.9%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	49.0%	Down from 52.3%	53.6%	55.0%
Continuing contract teachers	74.5%	Down from 81.8%	63.2%	70.6%
Teachers with emergency or provisional certificates	8.3%	Up from 7.1%	8.3%	5.4%
Teachers returning from previous year	88.9%	Up from 84.4%	80.2%	83.4%
Teacher attendance rate	93.8%	Down from 95.5%	94.9%	94.9%
Average teacher salary	\$50,966	Up 0.3%	\$44,485	\$44,706
Professional development days/teacher	9.9 days	Down from 10.3 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.5	2.0	3.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.2 to 1	20.3 to 1	20.1 to 1
Prime instructional time	88.0%	Down from 90.8%	88.6%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.0%	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$11,441	Up 26.7%	\$7,191	\$7,097
Percent of expenditures for instruction*	58.3%	Down from 62.1%	63.2%	64.4%
Percent of expenditures for teacher salaries*	52.9%	Down from 59.5%	58.7%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## Report of Principal and School Improvement Council

The Green Sea Floyds High School class of 2008 had 59 graduates, with 22% planning to attend a four-year college, 48% planning to attend a two-year college, 12% joining the armed forces, and 18% seeking immediate employment. The class had a National Merit Finalist and the S.C. Wendy's Heisman award winner.

The teachers at Green Sea Floyds Middle & High School depend heavily on Measures of Academic Progress (MAP) scores to target specific needs of students. Individualized academic plans are written to address the strengths and weaknesses of each student. All 9th and 10th grade students are scheduled into year-long English and math in an effort to better prepare them for the High School Assessment Program (HSAP). This additional time allows them to hopefully learn the skills necessary to pass all parts of the exit exam on the first testing session. The middle school students strive to reach the advanced level of the Palmetto Achievement Challenge Test (PACT) during their middle school years.

Reducing dropouts, increasing student attendance, scoring above the national average on the SAT, working to make sure all students graduate on time, and preparing all students for the workplace and/or post-secondary education are continuous goals of Green Sea Floyds Middle & High School.

The athletic teams had a successful year and brought much excitement to the community. The girls tennis team won the lower state championship and the football team had a successful year making the playoffs. Basketball, cross country, track, softball, baseball, boys tennis, and the cheerleaders were successful as well. Many athletes were named to Academic All-State and others received additional academic and athletic awards.

The community, staff, students, and administration worked hard to make 2007-2008 a successful year. Everyone looks forward to performing even better in the 2008-2009 school year.

R.L. "Chip" Hennezy, Jr., Ed.D.  
Principal

Tim Nugent  
School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	96	72
Percent satisfied with learning environment	91.3%	83.3%	84.3%
Percent satisfied with social and physical environment	93.5%	83.3%	68.1%
Percent satisfied with school-home relations	84.4%	81.3%	71.8%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	307	99.7	30.2	41.6	22.8	5.3	38.4	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	151	99.3	33.8	42.4	18	5.8	34.5	50.3	41.7	N/A	N/A
Female	156	100	26.8	40.8	27.5	4.9	42.3	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	16.3	45.8	30.1	7.8	50.6	65.4	60	Yes	Yes
African American	115	99.1	53.9	34.3	10.8	1	17.6	34.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	12	100	30	40	20	10	40	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	61	100	69.6	23.2	1.8	5.4	14.3	21.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	227	99.6	38	43.4	15.6	2.9	28.8	44.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	307	100	28.4	40.4	18.4	12.8	39.4	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	151	100	26.4	38.6	20	15	40.7	55.9	45.6	N/A	N/A
Female	156	100	30.3	42.3	16.9	10.6	38	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	19.3	36.7	27.1	16.9	52.4	65.2	59	Yes	Yes
African American	115	100	42.7	48.5	3.9	4.9	16.5	31.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	12	100	30	30	20	20	50	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	61	100	62.5	28.6	3.6	5.4	10.7	20.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	227	100	33.5	44.2	14.1	8.3	30.1	43.9	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	209	100	41.4	28.3	13.1	17.3	30.4	41.4	35.7	95.8	96.3
<b>Gender</b>											
Male	102	100	34	26.6	14.9	24.5	39.4	43.8	37.4	95.9	96.2
Female	107	100	48.5	29.9	11.3	10.3	21.6	39	33.8	95.7	96.4
<b>Racial/Ethnic Group</b>											
White	121	100	23.9	31.9	19.5	24.8	44.2	50.4	49.2	95.7	96.1
African American	77	100	71	21.7	2.9	4.3	7.2	16.7	17	96.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	N/A	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	93.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	88.4	95.5
<b>Disability Status</b>											
Disabled	42	100	64.1	20.5	12.8	2.6	15.4	15.2	14	94.9	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	91	97
<b>Socio-Economic Status</b>											
Subsided meals	156	100	49.3	29.6	10.6	10.6	21.1	28.8	21.1	95.3	96

**Social Studies**

All Students	214	100	41.6	36.5	12.7	9.1	21.8	41.6	34	95.8	96.3
<b>Gender</b>											
Male	105	100	36.5	33.3	15.6	14.6	30.2	45.3	36.6	95.9	96.2
Female	109	100	46.5	39.6	9.9	4	13.9	37.8	31.3	95.7	96.4
<b>Racial/Ethnic Group</b>											
White	128	100	30.8	40.8	16.7	11.7	28.3	48.6	44.5	95.7	96.1
African American	76	100	61.8	26.5	5.9	5.9	11.8	20.7	19.1	96.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	N/A	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	93.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	88.4	95.5
<b>Disability Status</b>											
Disabled	50	100	66.7	24.4	4.4	4.4	8.9	17.1	14.4	94.9	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	91	97
<b>Socio-Economic Status</b>											
Subsided meals	156	100	48.6	36.6	7.7	7	14.8	29.8	21	95.3	96

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	103	100	38.3	35.1	22.3	4.3	26.6
	8	97	99	29.7	39.6	28.6	2.2	30.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	88	100	28.8	43.8	17.5	10	27.5
	7	116	99.1	27.6	40	28.6	3.8	32.4
	8	103	100	34.4	41.7	20.8	3.1	24
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	103	100	23.4	44.7	12.8	19.1	31.9
	8	97	100	29.3	42.4	22.8	5.4	28.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	88	100	30	36.3	20	13.8	33.8
	7	116	100	26.4	39.6	15.1	18.9	34
	8	103	100	29.2	44.8	20.8	5.2	26
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	103	100	33	33	18.1	16	34
	8	47	100	23.3	37.2	25.6	14	39.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	44	100	57.5	15	15	12.5	27.5
	7	115	100	35.2	31.4	15.2	18.1	33.3
	8	50	100	41.3	32.6	6.5	19.6	26.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	103	100	48.9	34	9.6	7.4	17
	8	50	100	36.7	32.7	18.4	12.2	30.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	45	100	24.4	48.8	24.4	2.4	26.8
	7	116	100	54.7	28.3	5.7	11.3	17
	8	53	100	28	44	18	10	28

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample